DOCUMENT RESUME

ED 169 616 EA 011 475

| | |
|---|---|
| TITLE | Planning for Lutheran High Schools. Board of Directors Handbook. Part One--Organization and Guidelines. Part Two--Ad Hoc Committees. HO 4. |
| INSTITUTION | Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee. |
| SPONS AGENCY | Aid Association of Lutherans, Appleton, Wis. |
| PUB DATE | 78 |
| NOTE | 21p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document |
| AVAILABLE FROM | School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.50) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Administrative Organization; Administrator Guides; *Committees; Educational Finance; Enrollment; *Occupational Information; *Private Schools; *School Planning; Secondary Education; Site Development |
| IDENTIFIERS | *Lutheran Schools |

ABSTRACT

This booklet describes the role and activities of the board of directors prior to the opening of a new Lutheran high school. The board is encouraged to establish ad hoc committees to continue all planning activities initiated by the steering committee in the areas of organization, enrollment, financing, site development, and instruction. This handbook contains a job description of each ad hoc committee's responsibilities, a sequential list of major activities, suggestions for involving people, communications ideas and procedures, and references to other available materials. Also defined is the interrelationship between the board of directors and the church structure. (Author/MLF)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED169616

# PLANNING FOR LUTHERAN HIGH SCHOOLS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A. H. Senske

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

## *Board of Directors Handbook*

***Part One — Organization and Guidelines***

***Part Two — Ad Hoc Committees***

EA 011 475

Lutheran schools in America are flourishing. This is particularly true of Lutheran secondary schools.

Many Lutheran communities are currently conducting feasibility studies to the end that they too might have a Lutheran high school for their young people. The need for materials to help Lutheran communities conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinating efforts and generous financial help of the Aid Association of Lutherans, representatives of the education offices and high school associations of the Wisconsin Evangelical Lutheran Synod and The Lutheran Church-Missouri Synod have combined their efforts in the development of the *Planning for Lutheran High Schools* materials.

The *Planning for Lutheran High Schools* resources have been designed to aid Lutheran communities assess the feasibility of a high school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are also designed to assist existing schools in their ongoing operation. Consultants, experienced in the administration of Lutheran secondary education, are available to help communities use these materials. Arrangements for consultants should be made through the respective synodical education office.

The work of the following educators is herewith gratefully acknowledged: Project Director: Martin Wessler; Consultants: Neal Meitler, Al Senske; Contributors: Edward Bertram, Ray Halm, Carl Kahlfeldt, Robert Krause, Victor Peper, David Rohde, Marlin Schulz, Robert Storm, Robert Voss, Richard Wallace.

These materials are dedicated to the glory of God for the extension of Lutheran secondary education.

## BOARD OF DIRECTORS HANDBOOK

# TABLE OF CONTENTS


PREFACE

INTRODUCTION Page 1

PART ONE - ORGANIZATION AND GUIDELINES Page 3

A. Initial Organization Activities Page 3

B. Structure of the High School Association Page 4

C. Assembly of Congregational Delegates Page 4

D. Accountability of the Board of Directors Page 5

E. Officers of the Board of Directors Page 5

F. The Executive Committee of the Board of Directors Page 5

PART TWO - AD HOC COMMITTEES Page 8

A. Enrollment Planning Ad Hoc Committee Page 8

B. Financial Planning Ad Hoc Committee Page 10

C. Site Planning Ad Hoc Committee Page 12

D. Instruction Planning Ad Hoc Committee Page 14

# PREFACE

This handbook describes the role and activities of the Board of Directors and its ad hoc committees during the Implementation Phase of a new Lutheran high school. It outlines the steps which must be taken between the time when the Assembly of Congregational Representatives decides to start a high school and the opening of school. When the decision is made to start a school, the original Steering Committee is dissolved and the Board of Directors continues their activities. The Board of Directors is given decision-making responsibility under the Constitution and bylaws. In the Implementation Phase the Board of Directors is empowered to make contracts, hire or call staff, and take the other steps necessary to open the high school.

In this booklet, frequent reference is made to the Planning Chart (H02). Individuals with copies of this booklet should also have a Planning Chart. On the Planning Chart, the steps involved in studying and opening a new high school are described in five phases:

| | |
|---|---|
| PHASE I | EXPLORATION PHASE |
| PHASE II | SURVEY PHASE |
| PHASE III | PLANNING PHASE |
| PHASE IV | IMPLEMENTATION PHASE |
| PHASE V | OPERATING PHASE |

Phase I activities are described in another booklet entitled, "Planning for Lutheran High Schools -- Guidelines for Getting Started" (H01). Phases II and III were the responsibility of the Steering Committee and were described in the "Steering Committee Handbook" (H03). Phase IV activities, with some suggestions for Phase V, are described in this handbook.

Before proceeding with the steps outlined in this handbook, review Document H03 to be sure that all Survey Phase and Planning Phase activities have been satisfactorily completed.

# INTRODUCTION

You have been selected by congregations of the Lutheran High School Association in your community to direct the high school ministry on their behalf. Your community has entrusted you with the responsibility for making numerous decisions which will affect the lives of young people.

The decision to open a new Lutheran high school is the result of substantial planning and deliberation. Although much planning has already been done, significant and crucial steps remain before the high school can become a reality. Your initial activities as a Board of Directors should be directed to helping the school open on the target date. Specifically, the Board of Directors' responsibility prior to the opening of school is to continue the tasks of the Steering Committee. You should know where it was in the planning activity and complete the tasks which have been started. You are also encouraged to establish ad hoc committees to continue all activities initiated by the Steering Committee with respect to organization planning, enrollment planning, financial planning, site planning, and instruction planning.

This handbook has been prepared to make your job easier and to save substantial amounts of time. Its purpose is to provide guidelines for the Board of Directors and for the ad hoc committees as they undertake the numerous remaining tasks. The guidelines provided in this booklet were developed from the experiences of numerous communities which have undertaken the planning of a Lutheran high school. These recommendations result from their successful experiences as well as their failures. The guidelines will help you avoid many of the mistakes which have been made elsewhere and will insure an orderly process of decision making. You are also encouraged to review the Planning Chart which outlines the activities of the Board during Phase IV - Implementation.

During the Implementation Phase, a secondary school consultant should continue to be retained as an advisor to the Board of Directors. The failure of similar programs in other communities can often be traced to the absence of professional assistance.

This handbook contains a job description of each ad hoc committee's responsibilities, sequential list of major activities, suggestions for involving people, communications ideas and procedures, and references to other available materials. The handbook also defines the interrelationship between the Board of Directors and the Assembly of Congregational Delegates.

Although this booklet is intended to be comprehensive, it is not possible to answer all questions in a single document. Many additional materials are available through The Synod's Education Office. Some of the materials have already been secured by the Steering Committee and others are referred to throughout the text of this document.

The congregations in your community, through their delegates, have asked the Board of Directors to serve on their behalf in the best interests of the ministry to young people. At the outset, the Board should observe the following:

1. Early decisions as a Board are very important because they become the tradition on the basis of which future Boards will act. Policies and procedures must be established at an early date which demonstrate clear thinking, integrity and a Christian philosophy of ministry.

2. The constitution and bylaws delineate the role, function, and specific responsibilities of the Board of Directors. By fulfilling the directives in the bylaws, the Board can be assured that they will be fulfilling the expectation of the congregations.

3. The Board should move into a policy-making role at an early date. The Board should provide clear directives and support for the administrator and his staff so that they can perform their tasks with joy and enthusiasm.

4. The Board is to maintain and foster goodwill and communication between students, staff, administration, congregations, and the community.

5. The Board of Directors is a policy-making group while in session. Individual members can speak for the Board only when the Board has taken a specific stand or approved policy on an issue. Beyond that, individual Board members are goodwill ambassadors for the Board.

# PART ONE — ORGANIZATION AND GUIDELINES

## A. INITIAL ORGANIZATION ACTIVITIES

The following steps outline the first activities of the Board of Directors. Subsequent sections of this handbook present the detailed tasks of the ad hoc committees of the Board.

1. Read, study and discuss the constitution and bylaws. Bring a copy of these documents to all meetings.

2. Study the content of this handbook before selecting officers or appointing ad hoc committees. The handbook provides guidelines for establishing committees and for selecting qualified individuals for each task.

3. Select Board officers: president, vice-president, secretary, and treasurer. These four individuals will serve as the executive committee of the Board. During the Implementation Phase, they will also assume responsibility for continuing the work of the Organization Planning Subcommittee.

4. Select four ad hoc committees which will have responsibility for continuing the assignments of the subcommittees of the Steering Committee. Ad hoc committees will be established for the areas of Enrollment, Finances, Site, and Instruction.

   After the high school becomes operational, the Board may choose to work with or without standing committees. Our assessment indicates that some Boards successfully use only ad hoc committees. Normally, we suggest that Boards work as a committee-of-the-whole, using ad hoc committees for special assignments only.

   Board members should serve as chairmen of the four ad hoc committees during the Implementation Phase. When selecting ad hoc committee members, the Board should identify individuals who served well on the Steering Committee or its subcommittees, whether they are Board members or not. It will be necessary to appoint additional members to each ad hoc committee so that they have sufficient manpower to accomplish their tasks.

5. Establish and maintain a roster of congregational delegates. Insure that every congregation submits names and that the names are placed on mailing lists. One or more training sessions should be scheduled to aid delegates in understanding their role.

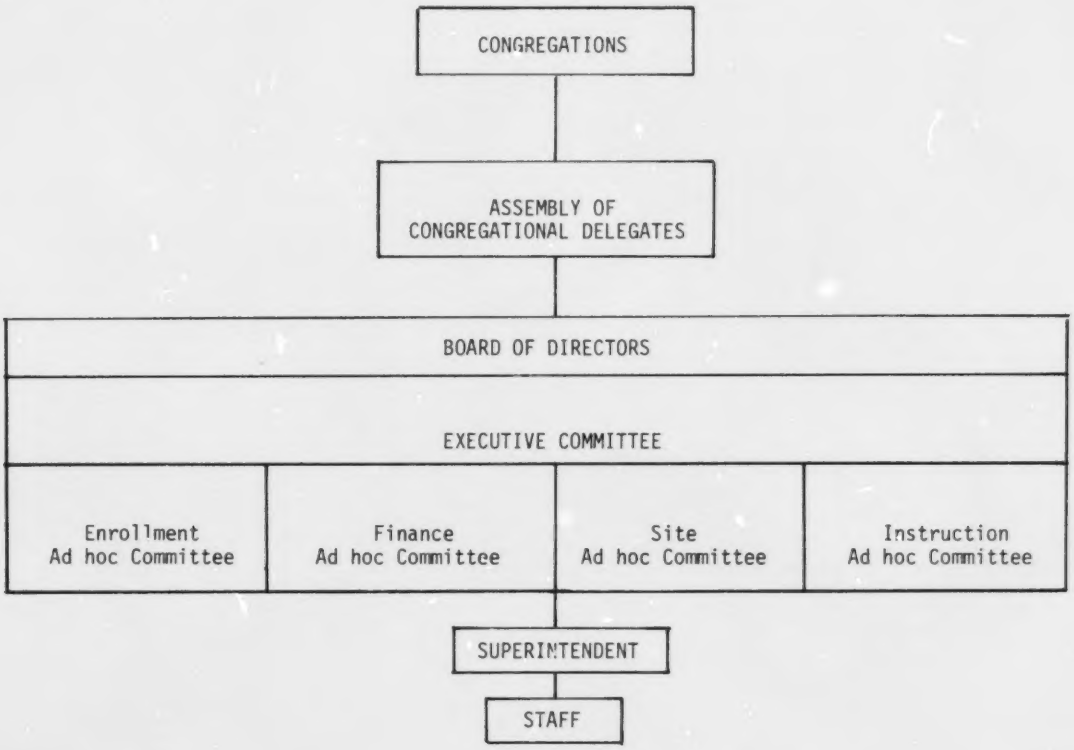
6. Establish target dates for ad hoc committee activities to assure that there is ample time to complete all tasks prior to opening school.

7. Establish an advance schedule of meetings for the Board of Directors, ad hoc committees, and Assembly of Congregational Delegates during the Implementation Phase. Set dates, determine meeting locations, and plan advance publicity.

8. If the administrator is already on the scene, the Board should immediately establish a working relationship with him. As much as possible, the Board should move toward becoming a policy-making group, letting the administrator become the implementor of Board policy. In general, the administrator will be the spokesman and coordinator for the Board between meetings. He will also serve as an ex officio member of the Board and all ad hoc committees.

## B. STRUCTURE OF THE HIGH SCHOOL ASSOCIATION

The following chart outlines a suggested association organization. Modifications to suit local circumstances are possible.




## C. ASSEMBLY OF CONGREGATIONAL DELEGATES

Your constitution and bylaws outline the duties, responsibilities, meeting schedule, and other factors pertinent to the Assembly of Congregational Delegates as well as the duties and responsibilities of the delegates and their congregations.

1. Congregational Delegate Meetings

   Delegate meetings provide the best opportunity for maintaining relations between the high school and its member congregations. Normally, these meetings should provide opportunities for Board members and staff to report fully regarding high school activities and plans. These meetings should also provide an opportunity for delegates to express their opinions and ask questions.

   It is suggested that, during the Implementation Phase, additional meetings be scheduled to allow delegates to receive regular updates and for the Board to seek responses from the congregations through the delegates. Orientation meetings for new delegates are also very helpful. The Board should seek to have all congregations represented at these meetings.

2. Congregational Delegates' Responsibilities

   Congregational Delegates have the following responsibilities:

   a. To attend Delegate meetings and express congregational views.

   b. To report to the congregation and its auxiliaries on all aspects of the high school ministry and its needs.

c. To assist in recruiting students from congregations for the high school.

d. To assist in developing goodwill and financial support for the high school.

e. To annually elect the Board of Directors.

The Delegates are dependent on the Board of Directors for the help and direction which will enable them to fulfill their role as representatives of their congregations.

## D. ACCOUNTABILITY OF THE BOARD OF DIRECTORS

While the constitution delegates significant authority to the Board of Directors, the Board is accountable to the congregations of the Association. The Board exercises this accountability as it reports fully on its activities at the delegate meeting and is sensitive to the concerns of the congregations as they are expressed by the delegates. Although they are not mandated by the constitution, courtesy and a desire for goodwill suggests that the Board seek frequent opportunities to report and to consult with pastors of member congregations. The pastors are accountable for the ministry to their young people at the high school and will welcome information from the Board of Directors.

## E. OFFICERS OF THE BOARD OF DIRECTORS

The selection of officers should not be a popularity contest. Individuals should be selected who are committed to Christian high school education and its potential in the community. Substantial amounts of time will be required of these officers during the Implementation Phase and the initial operation of the high school.

Individual officers should possess the following characteristics:

1. Chairman:

   a. should be a pacesetter for the Board and high school.
   b. should be able to motivate people.
   c. should be a very positive person with an interest in the high school.
   d. should be an individual with stature in the community.
   e. should be able to draw the goodwill of individuals in the community.
   f. should have credibility with pastors and congregational leaders.
   g. should have organization skills.

2. Vice-Chairman:

   a. should be capable of serving in the absence of the chairman.
   b. should be capable of assuming numerous special assignments as directed by the chairman.

3. Secretary:

   a. should be capable of preparing minutes.
   b. should be capable of coordinating minutes and information received from ad hoc committees.
   c. should be capable of handling correspondence for the Board.

4. Treasurer:

   a. should be experienced in bookkeeping.
   b. should be competent in fiscal matters.
   c. should be capable of establishing a reputation for fiscal responsibility at the outset of the project.

## F. THE EXECUTIVE COMMITTEE OF THE BOARD OF DIRECTORS

During the Survey and Planning Phases the Steering Committee had five subcommittees. It is recommended that during the Implementation Phase, the Board of Directors divide itself into four ad hoc committees, in addition to the Executive Committee. The Executive Committee will assume, in addition to its regular responsibilities, the assignments of the

original organization planning subcommittee. Its tasks are as follows:

Tasks of the Executive Committee During the Implementation Phase

1. Review and approve initial policies for the schools, some of which may have already been written by the Steering Committee. The following is a partial list of policies which will be needed as soon as possible:

   a. Enrollment policy.

   b. Teachers salary schedule and fringe benefits.

   c. Calling procedures for teachers.

   d. Tuition policy.

   e. Tuition payment plan.

   f. Transportation policy.

   g. Administrator's compensation program.

   Suggestions for developing these policies can be found in Document H06, "Resources for Organization Planning, Part Three -- Guidelines for Setting Initial Policy". Also use the Title IX Handbook and other similar documents which are available through the secondary school consultant.

2. Establish a procedure by which a policy manual is maintained for each Board member and the administrator.

3. Call an administrator if this step has not already been taken.

4. Coordinate the activities of the four ad hoc committees.

5. Recommend, in consultation with the finance ad hoc committee and the administrator, the hiring of an office staff and a bookkeeper for the high school. Make final recommendations to the Board of Directors.

6. Arrange to publish a monthly newsletter for pastors, representatives, key leaders, elementary principals, and key supporters. Ordinarily, the administration assumes this responsibility, unless otherwise delegated. This newsletter will serve a very important role, regardless of the other communication sources available. Urge pastors and others to make reprints and reports from this newsletter for their bulletins and news media.

7. Arrange to purchase all insurance needed by the school, including: liability, student, workman's compensation, and property. Assign this work to an insurance consultant.

8. Join the Association of Lutheran Secondary Schools. Membership in this Association will provide many useful contacts and a source for new ideas. Also subscribe to the Lutheran Secondary School Quarterly which contains many helpful articles for high schools.

Tasks of the Executive Committee During the Operating Phase

1. Develop a list of management principles which will become the basic reference point for all decision making and planning.

2. Develop a complete policy manual.

3. Develop plans for accreditation of the school, if accreditation is deemed necessary.

4. Consider moving the Board from ad hoc committees to the committee-of-the-whole as soon as practical after school has opened.

5. Bring in a consultant or someone from The Synod's Office of Education at the conclusion of the first year of operation. Ask him to assess the first year and help the Board lay out strategies and procedures that will assure fiscal responsibility and growth in the educational program. Develop a practice of having this kind of annual review and planning session.

# PART TWO — AD HOC COMMITTEES

In order to facilitate the organization of ad hoc committees, a job description has been prepared for each of the following:

A. Enrollment Planning Ad Hoc Committee

B. Financial Planning Ad Hoc Committee

C. Site Planning Ad Hoc Committee

D. Instruction Planning Ad Hoc Committee

The job description outlines the purpose, objectives and assignments of each ad hoc committee.

Suggested membership on ad hoc committees varies from three to seven members, depending on the extent of their assignment. A review of the Planning Chart and the job descriptions will aid in determining the number of members needed by each group. Additional members from outside of the Board should be appointed if necessary. Committee members should possess the skills needed to perform the specific tasks of their respective committee. Ad hoc committees require working members who are prepared to function within the time frame established by the Board of Directors.

In addition to committee members, resource people can be drawn into ad hoc committee activities to help with specific projects. Resource individuals should be selected on the basis of their skills and their stature in the community. This involvement will also serve to gain their commitment to the Lutheran high school program.

The following initial organizational activities are suggested to insure that each ad hoc committee begins its activities in an orderly manner:

1. Identify individuals to expand ad hoc committee membership to its full strength, and submit their names to the Board of Directors for approval.

2. Select two officers for each ad hoc committee (a chairman and a secretary).

3. Review the job descriptions on the following pages and the Planning Chart to insure that all assignments are clearly understood.

4. Seek approval of ad hoc committee objectives and activities from the Board of Directors.

5. Develop a list of all activities to be undertaken by each ad hoc committee during the Implementation Phase.

6. Establish completion dates for each of these activities. Insure that completion dates are compatible with the overall timetable established by the Board of Directors.

Each ad hoc committee is responsible for maintaining records and compiling data in an orderly way so that it can be used by the high school staff and the Board. It is essential that records be maintained and that information be catalogued in a way so that it can be used for making decisions at later dates.

## A. ENROLLMENT PLANNING AD HOC COMMITTEE

Your ad hoc committee should utilize the following documents in addition to this Handbook and the Planning Chart:

- Slide/Sound Presentation, Document (H05).
- Brochures, (H07A), (H07B), anc (H07C).
- Resources for Enrollment Planning, Document (H08)
- IRS Revenue Procedure 75-50, r.e. Racial Non-Discrimination

Your task will be the continuation of Steering Committee enrollment activities. It is important that you have all of the data compiled by the enrollment subcommittee and that you understand their recruitment strategy and goals.

On a basis of the data at hand, you should be able to project an opening school enrollment. If there is insufficient data for this enrollment projection, your first task is to gather the necessary information. It should be emphasized that all planning of other ad hoc committees is dependent on this enrollment projection. Staffing, budgeting, facilities, and curriculum will depend on the signals which are given by your committee. The earlier a bona fide opening enrollment figure can be projected, the easier it will be for other committees to do their work. When a solid projection is available, prospective students and parents will also be more confident that the school will open on schedule.

The objectives of this committee are:

1. To tell the story of the Lutheran high school. Public relations which focus on securing enrollment is a prime responsibility.

2. To bring all prospective students to the point of registration at least four or five months prior to the opening of school.

The strategy of the Steering Committee was to compile a comprehensive list of potential students. On the basis of that list, enrollment projections should have been revised regularly to arrive at an exact registration figure. The work of this ad hoc committee will be to continue working with these prospective students in recruiting activities to insure a good first-year enrollment.

Wishful thinking and idealistic estimates lead to faulty predictions and will hamper the total cause. Realistic estimates can be made only after there has been a hard recruiting effort.

1. Key elements in developing a comprehensive recruitment strategy include:

    a. Review the comprehensive document provided by The Synod's Office of Education on this subject (Document H08). Following the suggestions of this document will assure a larger number of students for the first year and provide for early and more accurate enrollment projections.

    b. Establish and maintain a time schedule for all elements of the recruitment and enrollment program.

    c. Help each congregation establish enrollment goals and assist them in achieving the goals. Goals should be realistic, but should also provide a challenge for the congregations. As congregational goals are refined, total goals and projection can become more accurate.

2. Communicate the High School Story.

    a. Maintain regular contact and communication with those parents and students who have indicated an interest in first-year enrollment. This is the core group on which you will build additional enrollment. The interest of these people must be maintained, and they can be utilized in recruiting others.

    b. Establish communication with prospective students and parents who have indicated interest, but still remain undecided. Through publicity and informational meetings, help them see the Lutheran high school as their best possible choice.

    c. Use the sound/slide presentation, brochures, and other recruiting materials provided by The Synod's Education Office. Confer with the Lutheran secondary school consultant. Also, prepare brochures and documents to meet local needs.

    d. Develop and mail an informational brochure which contains tuition rates, fees, course offerings, scheduling information, registration dates and procedures, sports, etc. All brochures should include a prospective student response form.

    e. Provide well-planned informational meetings for prospective students and their parents. Perhaps regional meetings would be appropriate, depending on the size of your community.

The positive support of pastors and elementary school principals is essential in the recruiting program. Keep them fully informed of all recruiting activities which will involve the members of their congregation.

3. Make Arrangements for the Registration of Students.

   The following items should be prepared prior to registration:

   a. Establish the registration fee.

   b. Establish the registration deadline.

   c. Develop registration procedures.

   d. Develop registration forms.

   e. Solicit early registration for the sake of promotion.

   f. Confer with the instruction ad hoc committee and the administrator for coordinating and publishing course offerings.

   Registrations are complete when prospective students have made their registration payment and signed the form.

4. Finalize the first-year enrollment projection. Communicate this information to the other ad hoc committees.

5. Update the five-year enrollment projection based on the current information. The available enrollment date may suggest that significant modification to be made in the long range projection. This long range projection must continue to be as realistic as possible because many decisions will be based on it.

6. Schedule an orientation session for students and parents. The administrator and his staff should be responsible for this activity.

## B. FINANCIAL PLANNING AD HOC COMMITTEE

Your ad hoc committee should utilize the following documents in addition to this Handbook and the Planning Chart:

- Resources for Financial Planning, Document (H09).
- Maintaining Fiscal Responsibility, Document (H10).
- Annual Statistical Reports on Secondary Education.
- Public Aid To Church-Related Schools, Bulletin 304-2.

Your task will be the continuation of Steering Committee financial planning activities. It is important that you have all of the data compiled by the financial planning subcommittee and that you understand the materials which were prepared by them.

Your assignment will begin with the review and analysis of existing data. The Board is dependent on you for a budget which accurately reflects the income and disbursements anticipated during the first year. The Board also depends on you for gathering and evaluating all financial data which will determine sources of income and the potential amount that can be expected from each source. On the basis of your committee's work, the Board should be able to set tuition, congregation support figures, and fund raising goals. They will also need to finalize salary schedules and capital and operational expenditures.

The more accurately your committee can reflect potential income and first-year expenditures, the more possible it is for congregations and potential students to register their commitments to the high school.

The objectives of this ad hoc committee are:

1. Establish a first-year budget which accurately reflects cost.

2. Assess the income potential from congregations, potential students, and other sources.

3. Determine the formula to be used for establishing congregational support and tuition rates.

4. Having established the first-year budget, use the formula to determine the exact tuition rate and the amount of subsidy required from each congregation.

5. Establish a cash flow plan for the period prior to opening school and for the first-budget year.

6. Establish a bookkeeping and accounting system which provides an efficient procedure for recording and reporting all income and expenditures. The system should be adequate to meet the first-year needs of the school and also be able to serve the school as it continues to grow.

The strategy of the Steering Committee was to determine potential congregation and student support for the high school. An important aspect of the financial ad hoc committee is to validate initial assessments of congregation and student support, and also to validate initial cost projections. Wishful thinking and idealistic estimates lead to faulty predictions and will hamper the total cause. Realistic estimates can be made only after careful scrutiny of all factors.

The following guidelines will help in making accurate assessments:

1. Budget Projections

   During the early part of the Implementation Phase, it will be impossible to set a firm budget. The budget must be continually refined as enrollments are confirmed and specific dollar amounts are committed by each congregation. Refine the budget as often as necessary so that the Board of Directors and congregations have an accurate assessment of the situation. Budgeting procedures are included in Document H10. This document provides guidelines for preparing detailed budget projections to assure that all income and cost factors have been considered.

2. Sources of Revenue

   There are three traditional sources of revenue for Lutheran high schools: tuition, congregational support, and fund raising. It is recommended that a formula be used to determine the percentage of the school budget that will be obtained from each of these three sources. An estimate can also be made of the total dollars required from each source.

   Start to refine the estimate of total funds projected to come from each congregation. Determine the feasibility of each member congregation to fulfill the Board's expectations of them.

   Inform each congregation of what their possible assessment would be for the first year and subsequent years to enable the congregation to make an intelligent response as it votes membership in the Association. (A careful assessment of each congregation's strength needs to be made so that no congregation is asked to accept an impossible financial support goal).

   Suggested techniques for approaching congregations and scheduling meetings are outlined in Resources for Financial Planning, Document H09.

   The Synod has taken a position on the issue of public aid to church supported schools. A review of their publication on this subject may be helpful to you at this time.

3. Cash Flow Projections

   A good cash flow projection will aid the high school in maintaining its credibility with the community. Faulty cash flow projections can result in cash shortages which greatly jeopardize the credibility of the new high school.

   The budget should be broken down into a forecast of monthly expenditures. The funds needed prior to opening school and during the first year of operation should be reflected in this monthly format to determine when costs are incurred and when cash will be needed. This estimate of monthly cash needs should be revised as often as the bud-

get requires revision. The cash flow should be sufficient to pay expenses and also to generate a cash reserve. (See Document H10).

The strategy should call for congregations to start paying assessments prior to the opening of school. The students' registration fee should be collected early to insure availability of cash prior to the opening of school. The tuition payment program should also provide for a cash flow starting early in the school year. The tuition payment procedure should call for accounts to always be current. Advance tuition payment on an annual, semi-annual, or monthly basis is essential to having adequate cash flow in the high school.

If the preceding steps have been taken, and the cash flow projection still indicates an early initial drain of cash, fund raising may be needed to generate sufficient funds to support the early budget needs.

4. Tuition

It is essential that a clear tuition payment policy be established prior to the beginning of school. The policy should clearly indicate delinquent accounts will not be tolerated and should provide for a systematic collection system. The policy should provide a clear system of notifying parents well in advance of the date when the tuition payment is to be made, provide student ledger cards, and provide a method of sending receipts. A good tuition collection system aids in meeting the cash flow needs of the school.

Parents should be informed that tuition payments cannot be considered contributions to the school and are not a valid income tax deduction.

5. Fund Raising

Many individuals will be inclined to give support to the high school during its early phases of operation. These individual gifts will be needed and should be encouraged. Solicitation for these gifts should be handled in a professional manner which secures goodwill for future fund raising efforts. Before the school opens is a good time to establish the fund development program. Consider establishing a separate ad hoc committee to undertake fund raising efforts during the initial phases of the high school program. Document H09 outlines approaches to developing fund raising programs.

6. Accounting

A good accounting system should be established at the outset of the program. A complete chart of accounts, reporting forms, and budgeting system is provided in the document, "Maintaining Fiscal Responsibility" (H10). Your community is encouraged to use these recommended financial tools in their entirety because the format is consistent with other Lutheran high schools and with the annual statistical reports prepared by The Synod.

The proposed accounting system will provide adequate budget and control information for the Board of Directors and administrator. The system should be used at the outset and will prove to be adequate to meet the needs of the high school as it grows. It is designed specifically for Lutheran high schools and is based on the experience of many existing schools.

## C. SITE PLANNING AD HOC COMMITTEE

Your ad hoc committee should utilize the following document in addition to this handbook and the Planning Chart:

- Resources for Site and Faculty Selection, Document H11.

The direction of your work has been set by the Steering Committee. One or several potential sites will have been identified by them for your exploration and final selection.

Your task will be to review the proposed sites and to choose a site which best accommodates the needs of your school as perceived at this time. Having selected a site, your committee should next list all of the improvements and modifications that need to be made in the facility. The site must then be readied for use, hopefully well in advance of the opening of school.

It will be important that your committee consult with the high school administrator, elementary school principals, and others who can identify the facilities and equipment that will be needed.

The earlier the site is selected and announced, the easier it will be for prospective students and congregations to identify their interest in the high school.

The specific objectives of your committee are:

1. Select a first year site.

2. Develop a budget for initial preparation of the site.

3. Ready the site for operation in the first year and subsequent years.

4. Conduct a survey for a potential permanent site for the high school.

The key steps to be taken by this ad hoc committee include:

1. Select a site.

   a. Meet with the original members of the site planning subcommittee. Review all available data gathered by their subcommittee. Become familiar with all of their activities, plans, and options based on the information that was compiled.

   b. Review the criteria that was developed for selecting a site. Continue to refine and adapt the criteria to suit the needs of your community and the directives given by the Board. Study the document, "Resources for Site and Facility Selection" (H11).

   c. Continue to solicit new site options.

   d. Examine carefully each potential site, developing a written list of the information obtained as it relates to the criteria. Use a competent consultant in making these assessments.

   e. Consider site options, such as double attendance centers, use of available space in elementary schools, portable classrooms, local public buildings which may be available for use, etc.

2. Ready the site for use.

   a. Determine accurately for each potential site a written list of modifications and services needed.

   b. Determine for each item on the list if local volunteer work is available, or if professional services are needed.

   c. Determine the exact cost, description of the item or service, and completion date for each task to be accomplished. Provide a written copy of the cost estimate to the Finance ad hoc committee.

   d. If the project warrants, engage with pay, or otherwise, a project overseer on your behalf.

   e. Have the site ready for use well in advance of the opening date.

3. Survey potential permanent sites.

   Once your community becomes aware of the movement toward a Lutheran high school, suggested permanent sites should become available for consideration. It is not too early to investigate these sites. If several sites are acceptable for permanent use by the high school, it may be possible for the Board of Directors to determine ways in which options can be taken to hold one or several sites for exploration when the high school is firmly established. Early action may save significant money at a later date and sustain interest in the high school movement.

## D. INSTRUCTION PLANNING AD HOC COMMITTEE

Your ad hoc committee should utilize the following documents in addition to this Handbook and the Planning Chart:

- Resources for Instruction Planning, Document H12.
- Title IX Handbook.

Your first task is to fully acquaint yourself with the work and goals of the instruction planning subcommittee of the original Steering Committee. You are to refine their goals and materials, and bring them to completion before the opening date of the new Lutheran high school.

The objectives of your committee are:

1. To prepare a listing and description for all courses to be offered in the first year. The course offerings must fulfill the purpose and objectives as stated in your constitution and bylaws.

2. To present to the Board of Directors names of teachers who are qualified for teaching the courses in the high school curriculum and who subscribe to the theology and ministry embraced by the Board of Directors and identified in the constitution and bylaws.

3. To identify all needed supplies, books and equipment, with cost projections for each course and school related activity.

4. To develop a school calendar which meets State attendance requirements and in which all major anticipated school events are listed.

5. To prepare a schedule which meets the registration needs of students and the class load of teachers.

Perhaps more than any other committee, you are responsible for establishing a high school with distinctively Christian characteristics from the Lutheran perspective. As the recommendations of your committee are carried out in course selection, calling of teachers, etc., the school will take on a character which will become "tradition" in subsequent years. Patterns established in the first year are important in establishing the character of the high school in future years.

Consult frequently with the enrollment committee so that scheduling, course planning, and calling of teachers is based on reliable data. Staffing must be based on accurate enrollment figures to avoid overstaffing and commitment to costs which cannot be afforded by the high school.

The following guidelines will aid the ad hoc committee:

1. Course Selection

   Select those courses which best meet the needs of your students, fit the purpose and objectives of your school, and meet State and other educational requirements. Each course should be sufficiently described so that prospective students know what to anticipate, and teachers have sufficient directives for developing course outlines. Your committee should secure help from Lutheran elementary teachers, other high school teachers, and Christian educators in your community. It would be advantageous to your school if several key teachers can be engaged for early arrival to assist in course selection and course outline preparation.

2. Schedule

   Set class schedules to include all course offerings and provide a full teaching schedule for each staff member. Various scheduling alternatives should be considered. The scheduling should assure that each student has a full daily educational program, and it should maximize the services of each teacher.

3. Teachers

   Review the information on teaching candidates which is available to you. Continue to search for qualified candidates and secure information about them.

Bring recommendations for calling (and/or contracting) of teachers to the Board of Directors. Again, remember that it is to your advantage to have several teachers available early to assist in program development, student recruitment, and other activities.

4. Books, Equipment, and Supplies

   List all books, equipment, and supplies needed, with exact cost figures. Orders should be processed early to allow for delivery delays and provide adequate set-up time. Careful planning will assure a good school opening experience and establish credibility for the Board of Directors and staff at the outset of the high school program.

5. Other Resources

   Confer with public school officials for assistance in course selection, scheduling, use of public school facilities and services, and cooperative programs.

Instructions for Ordering Resources for

# PLANNING FOR LUTHERAN HIGH SCHOOLS

Order materials from either of the following Synodical Education Offices:

Board of Parish Education
The Wisconsin Evangelical Lutheran Synod
3614 West North Avenue
Milwaukee, WI 53208

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 So. Jefferson Avenue
St. Louis, MO 63118

Prices are as quoted plus postage. Make checks payable to: Board of Parish Education. Several documents refer to helpful supplementary materials which were not designed specifically for this project. They are not listed below but may also be ordered from the respective synodical office.

H01 GUIDELINES FOR GETTING STARTED . . . . . ~~.50~~ .75

The seven beginning steps of the Exploration Phase (I) with resources.

H02 PLANNING CHART . . . . . .25

Master outline of basic committee activities and materials for all six Phases.

H03 STEERING COMMITTEE HANDBOOK . . . . . ~~.50~~ .75

Guidelines for the Survey Phase (II) and the Planning Phase (III).

H04 BOARD OF DIRECTORS HANDBOOK . . . . . .50

Guidelines for the Implementation Phase (IV) and the Operating Phases (V, VI).

H05 "THANKS, WE NEED THAT" - SLIDE/SOUND PRESENTATION . . . . . $35.00

18 minute visual/oral two slide projectors/cassette player presentation of the values of Lutheran secondary education: 210 color slides, cassette recording, printed script, discussion suggestions, and options for adding local slides and accompanying script.

H06 RESOURCES FOR ORGANIZATION PLANNING . . . . . ~~.50~~ .75

Constitution, bylaws, administrator's job description, and policy guidelines.

H07 "THANKS, WE NEEDED THAT" - BROCHURES . . . . . $1.50 per 100

Series of 3 promotional brochures for mailings, bulletin inserts, and meetings.

H07A "Young People Say - Thanks, We Needed That"

H07B "Parents Say - Thanks, We Needed That"

H07C "The Community Says - Thanks, We Needed That"

H08 RESOURCES FOR ENROLLMENT PLANNING . . . . . ~~.50~~ .75

Strategies for recruitment, enrollment projections, and transportation.

H09 RESOURCES FOR FINANCIAL PLANNING . . . . . ~~.50~~ .75

Funding the feasibility study phases, the first year, and continuing years.

H10 MAINTAINING FISCAL RESPONSIBILITY . . . . . ~~$1.00~~ 1.25

Suggestions and forms for accounting, budgeting, and five-year projections.

H11 RESOURCES FOR SITE AND FACILITY SELECTION . . . . . .50

H12 RESOURCES FOR INSTRUCTION PLANNING . . . . . .50

Curriculum development, staffing, and compensation guidelines.

The most effective agencies available to the Church for equipping God's people for ministry are the Lutheran elementary and secondary schools.